

1975

# A Profile of Black Leaders Participating in Extension Community Development.

Phillip Abram Lewis Jr

*Louisiana State University and Agricultural & Mechanical College*

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A PROFILE OF BLACK LEADERS PARTICIPATING  
IN EXTENSION COMMUNITY DEVELOPMENT

A Dissertation

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Louisiana State University and  
Agricultural and Mechanical College  
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requirements for the degree of  
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in

The Department of Extension Education

by  
Phillip Abram Lewis, Jr.  
B.S., Southern University, 1955  
M.S., Louisiana State University, 1968  
August, 1975

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## ABSTRACT

The major objective of the study was to develop a profile of the volunteer community development leader based on the level of participation of indigenous black leaders in selected community development activities and certain leader characteristics.

One hundred and one indigenous leaders were selected from six predominantly disadvantaged black communities of Ascension Parish using systematic list sampling procedures. Personal interview technique was used to collect the data from community leader-respondents. Simple linear correlation and regression procedures were used to test six null hypotheses of no differences in leader participation according to selected personal, social, civic and family characteristics.

Overall leader participation was found to be highly positively correlated to the four components (leader-initiated contacts with Extension, officership of community organizations, group work with other leaders, and discussion of problems with elected officials comprising this index.

Three null hypotheses were rejected as statistically significant differences in leader participation were observed according to (1) the civic and social behavior of leaders, (2) the extent to which leaders felt obligated toward selected community development

activities and (3) the motivating influence of family members. The remaining three null hypotheses relating to no differences in leader participation by (1) selected personal characteristics, (2) attitudes toward selected racial issues and accepted approaches to community development, and (3) feelings of satisfaction with task accomplishment could not be rejected.

It was concluded that the typical or better-than-average participating black leader in Extension Community Development was likely to be a middle-aged male or female, in a professional occupation, motivated by leadership influence in the family, feeling a sense of obligation to assist with community development activities, favorably disposed toward racial issues and accepted community development approaches, initiating frequent contacts with the Extension Service and likely to be serving on public committees. This profile was considered useful in identifying potential leaders in disadvantaged communities. Suggestions were offered for utilizing the study results in Extension Community Development and for further research in leadership development.

## CHAPTER I

### INTRODUCTION

#### EXTENSION'S ROLE IN COMMUNITY DEVELOPMENT

There are many definitions of community development. Hillery researched 94 definitions and observed that a unifying thread running through all of them was the idea that people are involved through common organization and interest in community life (33, p. 119). There is general agreement among Extension writers that community development is a social action process through which communities pass in reaching their objectives (42, p. 4).

Long and others have classified the various efforts of community development in the United States into six approaches:

1. The community approach which is based on the participation of a cross section of the people in a particular locality.
2. The information self-help approach which emphasizes the right kind of information applied by knowledgeable participants at strategic points in the stream of community life.
3. The specific-purpose, problem-solving approach, which is a rational approach to community problems on the part of man utilizing various sequential steps.



4. The demonstration approach emphasizing the "Show and Tell" type of strategy where desired results have been assured through previous testing.
5. The experimental approach to test and verify a particular community development concept or technique.
6. The power-conflict approach, which looks primarily to the action of social interveners capable of coping with a multiplicity of power sources with a view of producing more effective community change (35, p. 3).

As a social-action process community development falls within a broader framework of social and economic development referred to as Rural Development. Rural Development, according to Leagens, means the planning, financing, and development of facilities and services in rural areas that contribute to making these areas desirable places in which to live (17, p. 11). Rural development focuses on people and their opportunity for vocationally, economically, physically, and socially acceptable levels of living as the dependent variable. Independent variables include job opportunity, housing, schools, health services, public utilities and related resources essential to achieving acceptable levels of living directed toward an improved quality of life in rural areas.

Rural development implies improvements in the way people work and live; community development or community and resource development connote social action processes through which people pass in order to realize improvements in the quality of life. Within the broad framework of rural

development, the role of the Cooperative Extension Service, according to the Secretary of the United States Department of Agriculture is leadership and organization development (58, p. 2). The Task Force on Community Resource Development of the Extension Committee on Organization and Policy (ECOP) defined CRD as a process whereby those in the community arrive at group decisions and take actions to enhance the social and economic well-being of the community (42, p. 9). The Task Force identified the following major tasks of CRD as comprising:

1. Providing information and educational assistance on technical subjects.
2. Interpreting research and analyzing data.
3. Stimulating group understanding and decision-making and action.
4. Helping identify goals, problems and alternative courses of actions.
5. Providing technical support in specific areas of competency.
6. Informing about and referring to other agencies and groups.
7. Assisting the community to organize and keep an existing organizational group.

It is evident that Extension's role in community development embraces both the social action process aimed at organizing groups and developing leadership and the problem-solving method which uses the analytical and technical findings of many social and community agencies. In implementing this role, participation on the part of local leaders in such community development activities as organizing groups, identifying needs and

problems, making plans, initiating planned action and evaluating efforts, is a major concern.

The Louisiana Cooperative Extension Service takes the position that development is the primary responsibility of the local people. It views rural development as a process whereby citizens are assisted in finding ways and means to improve their social and economic well-being and consequently make the community a better place in which to live and work (55, p. 2).

The approach followed by the Louisiana Cooperative Extension Service in its CRD program is to join together public and private leaders, representing a broad spectrum of human interests, into a Rural Development Committee. This committee, which is composed of volunteer local leaders and agency representatives, studies data and trends, identifies problems, establishes priorities, sets goals, decides alternative actions, and spearheads implementation of projects designed to stimulate development.

The basic assumption underlying this approach is that organized groups of citizens aided by Extension can implement action programs which will enhance the economic well-being and quality of life in the community (26, p. 89). To fulfill its part, Extension professionals use their skills and expertise in organization and leadership development to (1) identify elements of local leadership which already have some interest and motivation to move forward on development projects; (2) guide and encourage leaders and groups to rational action, and

(3) exploit Extension's organizational capabilities as well as those of other USDA Agencies, in such a way as to help development efforts to succeed (58, p. 4). In this task, Community organizations, citizen action groups and indigenous leaders provide the means through which services of governmental agencies and professional personnel are brought to bear on communities. The general strategy followed by Extension is to adopt an informal pattern of leadership and organization development at the local level. However, this strategy gives rise to certain problems, since there is heavy reliance on the use of unpaid volunteer leaders. Secondly, increasing social, economic and political problems make community development work more complex and call for higher levels of expertise among concerned citizens or leaders to cope with these problems. It is, therefore, important for Extension to assist leaders in developing competency in such matters as situational analysis and interpretation, problem identification, determination of available resources and opportunities, selection of alternative action, development of commitment, group decision-making and program evaluation.

#### Statement of the Problem

It is a generally accepted educational philosophy of the Cooperative Extension Service that participation by the people is essential for them to acquire and apply new and improved behavior patterns. Group work has been encouraged and fostered by Extension agents as a primary form of participation. It has been recognized, however, that since

groups can act only when individuals act in their behalf, participation by individual actors becomes a major concern of community development educators.

Research on participation in voluntary associations, particularly those of low socio-economic status, has revealed that participation is, for the most part, sporadic, limited in both quality and quantity, as well as differentiated from or outside of the mainstream of the larger community. Barker (47) observed a lack of participation by black leaders in community affairs, Scott (39) found control of organizational membership and official positions in his research of voluntary associations, and Lewis (34) noted that voluntary participation of adults in Extension training programs, posed acute problems.

Extension Community Development efforts are based on the premise that leadership skills and understandings, appropriately taught, can be learned by people so that they can participate and assume leadership roles in community affairs. Duke (53) in his research on youth leadership, observed that a democratic leadership style was emphasized in Extension programs. In learning to become a democratic leader or to accept leadership roles, an individual must participate in a variety of groups to establish and experience the patterns and functions of leadership. The perspective of leader participation in this investigation, therefore, is based on a democratic, voluntary action process.

In the past decade, national, state and local governmental authorities and agencies have placed increased emphasis on rural and community development. This is evident in the recent enactment of legislation (58)

aimed at funding rural development programs and revitalizing rural areas and small towns so as to make these better places in which families can live, work and educate their children. Direct benefits from the increased emphasis on rural development will be the alleviation of over-crowding in the standard metropolitan areas of the nation, and relief from the financial burdens placed on the tax base of large cities to support social programs for the disadvantaged millions who have migrated from rural areas to urban centers in search of better working and living conditions.

The critical issues resulting from inadequate jobs, poor housing, weak community institutions, and substandard facilities and services in rural areas have contributed to the need for mobilizing resources at national, state and local levels so as to reverse rural out-migration, and disperse jobs to the smaller, rural towns and cities. An important means of accomplishing this objective is through the participation of local leaders in community development efforts. Developing leadership skills and improving the quality of decisions by volunteer indigenous leaders, particularly from limited resource or low-income areas, is by no means a simple task.

In view of the importance of the problem of community development in disadvantaged rural areas, and the significance of enlightened voluntary participation by the local leadership, a three-year research study was initiated in January 1972 in Ascension Parish, Louisiana.

Seven homogenous communities, principally black, were included in the study and community development programs instituted with the active help and support of the local leadership. The phenomenon of leader participation in various developmental activities was observed and forms the basic thrust of this study.

#### Objectives of the Study

The major objective of the study was to develop a profile of the community development leader based on the level of participation and selected characteristics of volunteer, black, indigenous leaders in selected community development activities.

The following specific objectives were established:

1. To determine the over-all participation of indigenous leaders from predominantly black communities in selected community development activities.
2. To analyze leader participation in Extension Community Development in relation to personal, family, civic, and socio-economic characteristics.
3. To delineate the distinguishing characteristics of a typical community leader for identifying potential leaders at the local level.

## CHAPTER II

### THEORETICAL FRAMEWORK

The major focus of the study was leader participation in Extension Community Development and factors which may have some influence on or relationship with the level of extent of such participation. Literature on the subject of participation and related variables were reviewed to establish a theoretical base for the study. This theoretical framework, at the outset, conceptualizes leader participation, followed by a brief review of the several variables which were considered significant to a study of the phenomenon of participation.

#### Leader Participation

A leader may be defined as a person who has demonstrated influence upon others to accomplish a given task. Danzig (50), in his study on motivation of community leaders, defined the volunteer leader as one who offers his leadership services of his own free will. According to Banning's research (46), any person may be called a leader during the time when, and insofar as, his will, feelings and insight direct others in the pursuit of a cause which he represents. The concept of a leader in the experience of Extension professionals as found in the literature is that of a person who shows interest in his community and who has demonstrated community concern through involvement in problem-solving activities and related community affairs.



While the concept of a leader has an individualized connotation, namely, that influence resides in the individual leadership is viewed as a relative phenomenon, a function of group structure and process. As indicated by Banning (46, p. 15) Ross and Hendry pointed out the many different role functions, which must be performed for an effective group or community to formulate and achieve its goals, become identified with different persons in terms of how individuals perform within the group, and the usefulness of these given individual members to the group at different times. According to Duke (53), leadership could be developed through opportunities to practice leadership roles, and participate and practice in various group situations over a period of time.

Participation is a voluntary act and can take many forms. According to Warner (43) participation may be characterized by affiliation and attendance at meetings, performing special assignments for a group, contributing financially, exercising leadership responsibilities and working on projects.

Participation is often viewed as a pastime pursuit, with a tendency to be satisfied with whatever levels are attained. Lewis (34) in research on participation of adults of low socio-economic status in Extension education programs defined participation as engaging in educational activities after formal schooling, to acquire new knowledge, information or skills. Miller (36) studied trends in social participation and observed shifts in participation from kinship associations and

locality groups to special-interest groups, caused by the increasingly complex and specialized nature of societal roles. He indicated the growing need for people to join voices, opinions and actions in order to reach their goals.

Douglass (52, p. 25), pointed out the voluntary nature of adult social participation, voluntary in the sense that people, finding they have a certain interest or purpose in common, agreed to meet and to act together on the basis of free choice, to try to satisfy that interest and to achieve that purpose.

Insofar as Extension is concerned, the concept of leader participation generally adopted in the CRD program area signifies an organized involvement of community leaders in situation analysis, problem identification, issue confrontation and decision-making for resolving community problems and helping make their communities better places in which to live and work (36, p. 36).

In the light of the above concept of the leader participant in Extension Community Development, the interactional community is visualized as a social structure consisting of a hierarchy of positions which can be differentiated according to roles, role functions and expectations. For most positions in the community, a range of behavior is permitted so that how the occupant of a position actually behaves is influenced not only by what others expect but also by how the individual feels he should act. Community members also have different role expectations of the occupants of these positions, so that individuals

in leadership positions are generally regarded as having higher social status, income, occupation and education, and are also expected to take a more active part in voluntary community groups and community development affairs.

Most research on participation has dealt primarily with social participation of white middle-class Americans in voluntary associations. Practically no work has been done on the social participation patterns of minorities in voluntary associations, particularly the participation of black, indigenous, volunteer leaders in citizen action group within the context of community development. Nevertheless, it is expected that this review of literature on participation and related factors will be helpful as a theoretical framework to analyze and draw inferences as to the nature and extent of participation of indigenous, black leaders in Extension Community Development.

### Sex

Men have been found to participate more actively in voluntary groups than women. Lewis (34, p. 23) observed that only 70 per cent of women, compared to 60 per cent of the men, were oriented toward participation. Also, a greater percentage of the women were interested in future participation in education and job training programs. Edwards (29), in his research in several Georgia Communities, found that 80 per cent of the leaders studied were men. According to Douglass' research (52) rurality was found to be a factor which inhibited male participation in voluntary associations but not female participation.

### Age

It has been generally observed that young and middle-age adults below 50 years old, participate more often in voluntary organizations than older persons. Individuals 18-39 years old were found by Lewis (34) to be most interested in participation. Edward (29), and Scott (39) showed the average age of participating leaders to be about 45 years. Bell and associates (3) found community and formal leaders to be in their late forties, fifties or early sixties, but rarely over 65 years of age or very young. A somewhat different finding was observed by Tannenbaum and Kahn (13) in their study of participation in unions in that higher participation was found among older persons, inspite of the counter effects of aging.

### Education

Most studies have shown a positive relationship between social and other types of participation and educational level.

Lewis found that educational level influenced the participation orientation and actual participation of adults in education and job training. Adults who had attended high school had a more positive participation orientation than those who had had only two to four years of schooling (34). Beal also observed a highly significant positive relationship between level of participation in farm cooperatives and members' knowledge of facts such as manager salaries, names of Directors on Cooperative Boards, as well as members' understanding of cooperative principles (23).

In studying black leaders in rural communities of Georgia, Edwards observed that low levels of education undermined the effectiveness of leaders occupying strategic positions to develop progressive communities (29). In a study by Barker the significance of education was also appreciated by blacks in terms of personal development, job preparedness and upward mobility (47).

Interesting contrasts were found by Dellefield, who observed that the lower participation of adults of low socio-economic status was related to adverse educational experiences in their youth which had severely damaged their confidence and self-esteem (51), and by Slaughter who did not find significant differences in educational level among non-voters, voters and active political participants (56).

#### Occupation

Type of occupation, in association with level of education, has been found to influence leadership participation. Among 116 leaders studied by Edwards, the four leading occupations were farming, teaching, ministry, and business. Leading occupations of the parents of these leaders were farming (68 per cent), ministry (14 per cent), and carpentry and teaching (3 per cent each).

Bell and others (3) noted that people who had a higher formal education were more likely to enter occupations that put them in better-than-average social positions, thus increasing their potential for leadership and organization participation. Active citizen

participation in democratic life, through various voluntary associations and direct political involvement, is more characteristic of the upper-and-middle social classes and of the more highly educated citizens than the lower social classes and less educated persons. Researchers quite often take a man's occupation as the best indicator of his socio-economic position, while his father's major occupation indicates social class origin.

#### Employment Status

Lewis (34, p. 27) found participation orientation toward education and job training to be greater among the unemployed (82 per cent) than the employed (62 per cent) and indicated that employment agencies could be involved in planning educational programs for their clientele.

#### Income

Income level in middle to higher socio-economic communities has been found to be positively related to organization participation (Lippitt and his Associates, p. 63). Slaughter also observed that the median income of non-voters was considerably lower than that of voters and active political participants (56). The tension and frustration caused by constant concern with feeding, clothing and sheltering large families generally overshadows other competing activities in which adults of low socio-economic status can participate. This was observed by Newcomb and others (12), and corroborated by Lewis (34) who noted

that even when income of families in low socio-economic status communities increased, the level of participation orientation toward adult education and job training decreased.

### Attitudes and Opinions

Attitudes toward racial and community issues, and actual participation situations, provide some indication of organization participation behavior.

A person's "self-concept", which is developed as he interacts with his peers in various situations, has been observed by Duke to have a great influence on individual behavior (53).

According to Zippert, blacks look upon their situation as a result of the American capitalistic system in which the strong survive and each person has got to make it on his own. The Church, a strong institution in black communities, further contributes to this kind of philosophic resignation and low self-concept, by conditioning people to accept their state in life as a part of Christian suffering (61).

With regard to organization participation, Warner observed that the failure of organizations to meet individual needs, per se, or to produce benefits in excess of participation costs, tended to reduce participation (43). Beal also observed a positive relationship between participation in farmer cooperatives and the variables of high member involvement in policy-making and business decisions, and member identification with the group (23).

### Leader Obligation and Satisfaction

It is anticipated that feelings of obligation toward leader roles and the satisfaction derived from the fulfilment of these roles would be relatively high among those individuals who participate actively in voluntary organization.

Warner (43, p. 228) observed that much of the participation in voluntary organizations arose from personal feelings of duty, obligation, or responsibility to friends, leaders of the group, the community or society at large. At the same time, level of participation depended to a considerable degree upon the benefits the organization provided or the ability of the organization to provide incentive for participation.

Kreitlow and associates (9) found that those who felt a leadership obligation within a group or community often did so because of the challenge of community goals. They reasoned that challenge develops enthusiasm, stimulates thought, leads to exchange of ideas and willingness to try alternative courses of action.

Various studies have shown that participation is related to satisfaction derived from such participation. Beal (23, p. 252) noted a highly significant positive relationship between participation in farmer cooperatives and satisfaction obtained by members from monetary benefits and the lack of criticism from peers.

Harp (31, p. 283) found a highly significant positive correlation between member satisfaction and understanding variables, as well as between member participation and understanding scores, holding at the one per cent level of probability.



In organizations where benefits are available primarily through participation, members were found to be more likely to participate than those persons belonging to groups without such a contingency. Benefit participation contingency is the exchange between the benefits an individual receives from the organization and the contributions he makes to it. Fellowship, level of education and information had the highest benefit-participation contingency ratings (44).

In a study of Extension Advisory Councils, Beckstrand found that older members were generally quite satisfied with the pattern of organization and operation and were not interested in making many changes. Women indicated a higher degree of satisfaction than men (48).

#### Officership

Black (24) observed that officership in organizations represented acceptance of responsibility and contributed toward increased interaction and participation. He noted that involvement in such activities as officers' meetings, committee meetings, and telephoning, resulted in the development of a highly positive attitude, over and above that signified by ordinary membership or attendance at meetings.

According to Freeman and Mayo's (30) research, a positive relationship was found to exist between the making of low-cost decisions and the holding of many formal offices and committee memberships.

### Communication Behavior

Patterns of communication in community organization are likely to influence leader participation and satisfaction.

Tannenbaum and Kahn (13) noted a significant difference in participation among members of union locals who reported that their stewards kept them informed about what was going on. These authors stress, however, that communication and participation are interactive variables, and both may reflect the influence of still other variables. For example, high membership control as a result of the steward's skills in communication particularly with reference to such things as meeting times, issues to be discussed, election procedures and the like, may put the members in a position to receive a steady flow of communication from the steward and may also motivate them to increase participation.

Similar findings were reported by Freeman and Mayo, who found that upper status lay leaders were in contact with people at all levels of the leadership structure, and that their participation was seldom mediated through middle-level leaders (30).

In research on Extension lay leaders, Cunningham found that "getting the job done" through some kind of communication structure, and concern for the feelings of group members, were the most productive facets of leader behavior (27). Beckstrand also observed that members of Extension Advisory Committees who had greater contact with the Extension Service were more satisfied with their participation and performance in these committees (48).

### Membership on Public Committees

Warner (43, p. 226) noted also that rural society seems to constitute the kind of social environment which reinforces the informality of local voluntary organizations. The members in rural associations can use patterns of interaction established outside the organization or group. The social environment, according to Warner also include rural organizations, the prestige level of the organization in the community, attitudes of support or hostility toward the organization, the legal system of society and other factors.

Committee assignments represent a higher degree of participation and social or community responsibility. According to Black, along with such responsibility comes increased interaction and participation (24).

In his study of Extension Advisory Committees, Bible found that committee members were likely to be leaders in other organizations. This wide range of organizational membership indicated that committee members were a select grouping in organizational experience and could undoubtedly exercise considerable leadership in their respective communities (49). According to Hawley and others, a similar pattern of broad responsibility was observed by Vidich and Bensman who reported that public officials are often drawn into a multi-leadership situation due to their status in the community, although frequently they are not even interested in holding many of the positions assigned them. As such, people who are looking for leadership in a single area find access to preferred positions or committees blocked by multi-leadership position occupants (7).

### Acquaintance with Elected Officials

Barker, in his study of organizational and group characteristics of blacks in a South Louisiana Community, observed two types of leaders (1) those looked upon to conduct activities which were of no direct concern to whites in the community, and (2) those leaders who were accepted by white leaders and who acted as intermediaries between the two races. Barker also observed that black leaders, through their tactful participation, influenced the development of better educational facilities, community sewage disposal, paved streets and other community services.

Studies by Templeton (40) and Evans (54) indicated that the effect of the class system upon orientation toward participation in local community affairs were a function of alienation and the pattern of social relations between the two racial groups. Evans pointed out that blacks were only distantly related to affairs of the larger community.

### Group Work Among Leaders

Interaction in group work is the mechanism used by leaders and other members of groups for indoctrinating, teaching and otherwise exercising reciprocal influence, as well as the means by which the group comes to decisions and formulates action (24, p. 63). Insofar as black leaders are concerned, Barker found an absence of effective leadership in many organizations because of a general "talk and no action" pattern and an unfavorable disposition among the black groups studied to develop and follow leaders.

### Relationship of Study to Existing Theory

As will be shown by the preceding literature review, there has been considerable work in the area of social participation in relation to participation trends and factors influencing such participation. Most of this work has been done with voluntary formal and informal associations. There is practically no information on leader participation in community development conducted by the Cooperative Extension Service. Furthermore, there have been no studies of leader participation in Extension Community Development by indigenous leaders from predominantly black communities, such as the extent to which leaders from black communities make up the membership of public committees, and commissions appointed by local governing bodies or their authorized subsidiaries. In fact, the extent to which indigenous black leaders represent their communities on Rural Development Committees, which are dedicated to planning and initiating development at the state, parish, and local levels, is not adequately reported even in the literature on Extension Education.

It is the purpose of this study to gain some understanding of the phenomenon of participation of black leaders in Extension Community Development. The theoretical base of participation in voluntary organizations developed in this chapter has been used to design the research for this study, and the inferences that can be drawn. Where the findings of this study do not corroborate the literature, empirical observations or explanations will be offered which should contribute further to the knowledge of the field of leader participation.

### CHAPTER III

#### RESEARCH DESIGN

The conceptual model used in this study to analyze the participation of community leaders in Extension Community Development was the social system model. According to Bertrand a concrete social system may be thought of as two or more people in interaction directed toward attaining a goal and guided by patterns of structured and shared symbols and expectation (5, p. 33). The frame of reference for this study is delimited to five basic elements in community systems, namely norms, roles, status positions, situs, and station. These elements are seen as linked by behavioral relationships to make up the community system. Bertrand (5, p. 155) also points out that the concept station (the sum total of an individual's status positions in a society) provides a scheme which makes it possible to analyze the participation of an actor in a community and society. Since positions consist of roles which have individual functional orientation, it is easy to see that an actor's style of life, his social participation and, in fact, the whole of his interactional pattern, can be conceptualized in terms of the positions and roles that constitute his station (5, p. 161). This action-oriented approach, also referred to by others as the Unit-Act Role Approach, has been found useful for analyzing individual

participation and interaction. Douglass (52, p. 6) in his study of factors affecting adult participation in educational activities and voluntary associations used the interactional community approach.

Every individual in a community occupies at least one position. Even the new-born child occupies the position of an infant. In viewing communities as consisting of a complex organization of positions, every position that continues to be recognized by the members of the community, contributes in some way to the purposes of the community. This contribution represents its function. Associated with every position is a body of common beliefs concerning its functions (3, p. 325). Individuals assume positions within the community system basically through two methods, (1) ascription - as ordained by the circumstance of birth, age, sex, race and (2) achievement, over which the individual exercises greater control.

Once an individual occupies a position he is influenced by the accompanying role prescriptions of the position. His behavior is also influenced by personal preferences, age, attitudes, social status and various personal, social, and family characteristics. This being the case, any study to better understand the extent of participation of community leaders in Extension Community Development must include an identification and understanding of those variables which are associated with leader participation.

### Hypotheses

The primary objective of this study was to determine the extent of participation of indigenous volunteer leaders in Extension Community Development Programs, for developing a profile of the participant leader. To achieve this objective, a number of null hypotheses were stipulated.

1. There is no relationship between leader participation in Extension Community Development and selected personal characteristics - sex, age, income, years lived in community, years of schooling, occupation, employment status.
2. There is no relationship between leader participation in Extension Community Development and the attitudes of leaders toward selected public issues and approaches to community development.
3. There is no relationship between leader participation in Extension Community Development and the civic and social behavior of leaders.
4. There is no relationship between leader participation in Extension Community Development and their feelings of obligation toward community activities.
5. There is no relationship between leader participation in Extension Community Development and their feelings of satisfaction with task accomplishment.



6. There is no relationship between leader participation in Extension Community Development and antecedental influences.

### Sampling

At the start of the Community Development Project in Ascension Parish in 1972, the leadership in six homogenous communities was identified by asking all community residents to name one or more persons in eight specialized fields of activity to whom they would go to seek advice on problems. Any person who was mentioned three or more times in any one field was considered to be a leader. This process of leader identification yielded a total of 193 leaders from the six communities. Lists of leaders were developed alphabetically for the different communities, and a proportionate sample was selected based on the number of leaders in each community. A total of 101 leaders or 52 per cent of the identified leadership was included in the study sample.

### Data Collection

An interview schedule was developed for gathering data on leader participation, personal, social, and civic characteristics of leaders, attitudes and opinions of leaders toward social and community issues, feelings of obligation and satisfaction experienced by leaders and other related topics. This schedule was pretested on five leaders and some modifications made in the instrument. The data were collected by the author with assistance from six community development aides

who had been working in the Ascension Community Development Project. The aides had had previous experience in interviewing and were familiar with the leadership. The author had a training session with the aides to prepare them for conducting the interviews.

### Data Analysis

Leader participation in Extension Community Development was the dependent variable. This was related to a number of independent variables to test for significant differences in participation.

Leader participation was computed from the following items in the interview schedule:

1. Frequency of contacts initiated by leaders with Extension (max. score: 24).
2. Extent of participation (membership and/or officership) in voluntary organizations (max. score: 48).
3. Extent of group work with leaders (open-ended, depending on number of leaders and frequency of working with them).
4. Discussion of community problems with elected officials (max. score: 2).

The score possible for leader participation was the sum of the individual scores on the above three items (74) plus the score received for group work with other leaders.

Simple regression and linear correlation were the two statistical procedures used in the study. Null hypotheses of leader participation

were tested by the regression procedure which gave F values for adjusted means of leader participation by the several discrete variables. Correlation coefficients were determined between selected continuous independent variables and leader participation scores.

The adjusted means procedure was used in the regression model because it yields a more reliable result than the raw means procedure. The former accounts for unequal numbers in the several classes or treatments of a particular independent variable and compensates for such inequality in the statistical procedure.

## CHAPTER IV

### ANALYSIS OF DATA

This study was designed primarily to determine the extent of participation of black, indigenous, volunteer leaders in Extension Community Development work with the object of developing a participation profile of the typical community development volunteer leader in disadvantaged communities. This profile would be useful as a conceptual tool for Extension personnel involved in planned community change to identify potential community leaders likely to take active part in community development work.

Data used in this study were collected from a sample of 101 volunteer leaders in six predominantly black disadvantaged communities. Leader participation in Extension Community Development was regarded as a function of: (1) contacts made by leaders with the Extension Service, (2) officership in community organizations, (3) contacts with elected officials and (4) community development work with other leaders in groups.

The summary score of leader participation computed by summing the scores received on these four criteria was the dependent variable in the study. Overall leader participation was related to selected personal, social, civic and family characteristics of the leaders (independent variables).

Specific null hypotheses were established for testing differences in leader participation according to selected personal, civic, social and family characteristics. The results of statistical analysis of the several relationships are presented for each hypothesis.

#### Components of the Leader Participation Score

The index of leader participation which was used as the major dependent variable in this study had four components. The scores received by the respondents on these components were added together to give a total score of leader participation.

Three components had a possible score, the fourth component was open-ended. Consequently, the leader participation score was open-ended beyond a score of 74, the total of the three fixed components.

Scores on the components of leader participation were related to the overall leader participation score (Table I). Leaders scored high on the component relating to the contacts they had initiated with the Extension Service (mean of 9.97 out of a possible 24). They were relatively low with regard to membership-officership of community organizations (mean of 8.46 out of a possible 48) and whether or not they discussed community problems with elected officials (mean of 1.00 out of a possible 2). So far as the open-ended component relating to group involvement with other leaders was concerned the mean score was 5.39, indicating that the average leader may have worked with one or two leaders in group situations at varying levels of frequency.

TABLE I

RELATIONSHIP OF OVERALL LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT WITH COMPONENTS OF LEADER  
PARTICIPATION, ASCENSION PARISH, 1974

Component of Leader Participation	Possible Score	Mean Score	Correlation With Leader Participation	
			r	p
Leader Initiated Contacts With Extension	24	9.97	.76	.0001
Community Organization Office Holding	48	8.46	.75	.0001
Group Work With Other Leaders	(a)	5.39	.93	.0001
Problem Discussion With Elected Officials	2	<u>1.00</u> 24.02	.44	.0001

(a) Open-ended depending on number of leaders worked with and frequency of working with them.

All four components were highly positively correlated with leader participation. The correlation was strongest in the case of group involvement with other leaders ( $r = .93$ ), somewhat lower in leader-initiated contacts with Extension ( $r = .76$ ) and membership-officership of community organizations ( $r = .75$ ) and the lowest for discussion of community problems with elected officials ( $r = .44$ ). These relationships imply that the relative contribution to the leader participation score was more from the first three sources than the fourth source mentioned. All the correlations were highly statistically significant.

This would validate the assumption of the overall leader participation score as being a reflection of the four components making up that score and substantiate its use as the major dependent variable in the study.

Null Hypothesis No. 1: There is no relationship between leader participation in Extension Community Development and selected personal characteristics.

Sex: The relationship of leader participation to the sex of leaders is presented in Table II. There were slightly more male leaders (56 per cent) than female leaders (44 per cent) in the sample. The adjusted mean participation score of male leaders (25.92) in Extension Community Development work was slightly higher than that of females (24.50). However, this difference was not statistically significant at the .25 level.

TABLE II

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY SEX OF LEADERS,  
ASCENSION PARISH, 1974

Sex	Per cent (N=101)	Adjusted Mean Participation Score
Male	56	25.92
Female	<u>44</u>	<u>24.50</u>
	100	24.14
F < 1.00 with 1 and 62 df		NS

Age, Income, Years Lived in Community, and Years of Schooling:

The average age of leaders in the sample was 46.4 years (Table III). Average annual income was reported to be \$8,169. On an average, leaders had had 11.4 years of schooling and had lived in their respective communities for 32.5 years.

A statistically significant positive correlation was observed between participation and the age and annual income of leaders. This means that older and the more well-off leaders were likely to participate to a greater extent in Extension Community Development than younger and less well-off leaders.

TABLE III  
RELATIONSHIP OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT TO SELECTED PERSONAL  
CHARACTERISTICS OF LEADERS,  
ASCENSION PARISH, 1974

Personal Characteristics	Characteristic Mean	Correlation With Leader Participation	
		r	p
Age	46.4 years	.1730	< .07
Income	\$8,169	.1905	< .06
Years in Community	32.5 years	.0517	NS
Years of Schooling	11.4 years	.0764	NS

Participation was found to be unrelated to the number of years leaders had lived in their communities and the number of years of schooling received.



Occupation: Over one half (55 per cent) of the leaders had been or were working in professional occupations as teachers or in business, a little over one third (36 per cent) were skilled technicians while the remaining 9 per cent had unskilled jobs (Table IV). It would appear, therefore, that the sample of leaders were in fairly remunerative and status occupations.

Relatively higher adjusted means of participation were scored by leaders who had skilled jobs (26.84) or had been working in the education field (26.49). The lowest participation score was recorded by leaders who had been in business (19.23), with the leaders in unskilled jobs falling in-between (23.75).

TABLE IV

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY OCCUPATION OF  
LEADERS, ASCENSION PARISH, 1974

Occupation	Per Cent (N=101)	Adjusted Mean Participation Score
Education-Professionals	34	26.49
Business-Professionals	21	19.23
Skilled Technicians	36	26.84
Unskilled Labor	9	23.75
	100	24.14
F = .109 with 3 and 62 df.      NS		

These differences in leader participation were not found to be statistically significant at the .25 level.

Employment Status: Nearly two-thirds of the leaders were employed full-time or part-time (62 per cent), one-fourth were retired (24 per cent) and 14 per cent were unemployed (Table V).

TABLE V

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT WORK BY EMPLOYMENT STATUS OF LEADERS, ASCENSION PARISH, 1974

Employment Status	Per Cent (N = 101)	Adjusted Mean Participation Score
Employed full time	57	24.75
Employed part time	5	25.51
Unemployed	14	23.05
Retired	<u>24</u> 100	<u>27.51</u> 24.14

$F < 1$  with 3 and 62 df NS

Retired leader respondents had the highest adjusted mean participation score of 27.51, those who were unemployed had the lowest score (23.05), with leaders who were employed part-time participating slightly more than those employed full-time (25.51 versus 24.75).

The differences in leader participation by employment status were not statistically significant.

Null Hypothesis No. 2: There is no relationship between leader participation in Extension Community Development and the attitudes of leaders toward selected racial issues and approaches to community development.

Attitudes Toward Selected Racial Issues: It was felt that the attitudes of community leaders toward certain racial issues would have no relationship to their participation in community development work. Table VI gives the mean attitude scores on a 4-point scale of strong agreement-agreement-disagreement-strong disagreement with six statements pertaining to racial relationships in community development. The correlation coefficients of attitude scores with leader participation scores are also shown along with levels of significance.

It was observed that community leaders tended to favor cooperation among whites and blacks, and integrated communities for maximizing community development efforts. They felt that blacks had been excluded from decision making processes in community development. They were generally agreed that public officials favored their own racial group. Surprisingly, leaders did not generally agree that power in the hands of blacks was needed to control community development efforts.

There were statistically significant but low positive correlations between leader participation and leader attitudes toward the issues of black-white cooperation ( $r = .24$ ) and integration of communities ( $r = .20$ ). This meant that leaders who participated more in Extension Community Development tended to realize the value of working with the established system, perhaps as a result of their more frequent contacts with the community power structure. There was a low negative but statistically significant correlation between leader participation and the attitude of leaders toward the statement that public officials looked out for their own racial groups. This would suggest that leaders who participated

to a larger extent in Extension Community Development felt that public officials were relatively unbiased in their actions. There was no relationship between leader participation and the remaining three issues.

TABLE VI

RELATIONSHIP OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT WITH ATTITUDES OF  
LEADERS TOWARD SELECTED RACIAL ISSUES  
RELATED TO COMMUNITY DEVELOPMENT,  
ASCENSION PARISH, 1974

Issue	Mean Attitude Score	Correlation With Leader Participation	
		r	p
The leaders of black communities have not been excluded from decisions which affect the development of their communities	3.86	.00	NS
Blacks and whites would work together more to solve community problems if they really understood each other better	3.52	.24	< .02
One of the best ways to bring about community development on an equal basis is to merge white and black communities into one	3.25	.20	< .04
White elected officials often look out for the white community and black elected officials look out for the black community	2.81	- .12	< .21
Law and order politics is only a scheme to disrupt the advancement of the black community for full liberation	2.51	- .03	NS
Power in the hands of black people to develop and control their own communities, separate from whites, is the answer to black community development	2.01	.03	NS

Attitudes Toward Selected Approaches To Community Development: It was felt that the attitudes of community leaders toward certain selected approaches to community development would be unrelated to their participation in community development work. Table VII gives the mean attitude scores on a 4-point scale of strong agreement-agreement-disagreement-strong disagreement with six statements indicating various approaches to community development. The correlation coefficients of attitude scores with leader participation scores are also shown along with levels of significance.

The range of mean attitude scores on the six statements showed that leaders generally favored the developmental approaches suggested. The responsibility of local leaders for community development and their important role in decision making ranked high in the estimation of leaders. They also felt that maldistributed employment was a central problem in community development and that the group approach was superior to individual efforts. Leaders were conscious of the importance of "knowing" the right persons to get things done. None of these attitudes had a statistically significant relationship with leader participation. On the other hand, leaders who had a higher level of participation tended to favor the imposition of taxation for community development work rather than special fund raising activities. This correlation was found to be statistically significant at the .07 level.

TABLE VII

RELATIONSHIP OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT WITH ATTITUDES OF  
LEADERS TOWARD SELECTED APPROACHES  
TO COMMUNITY DEVELOPMENT,  
ASCENSION PARISH, 1974

Approach	Mean Attitude Score	Correlation With Leader Participation	
		r	P
Community development is largely the responsibility of community leaders with assistance from elected officials	3.36	.06	NS
There can be no significant progress made in poor communities until decisions affecting the community are made by community leaders who live in the communities	3.33	.09	NS
The problems poor people have in their communities stem mostly from less than a fair share of the available jobs rather than a lack of education	3.23	- .08	NS
It is not what community leaders know that result in development, its who they know that counts	3.12	- .09	NS
Community leaders can do very little through individual efforts about improving conditions in the community	2.90	- .01	NS
It might generally be better to pay more taxes for community improvements than to organize some type of campaign for the same purposes	2.40	.17	<.07

Null Hypothesis No. 3: There is no relationship between leader participation in Extension Community Development and the civic and social behavior of leaders.

Contacts With Extension Service: It was expected that those leaders who initiated more frequent contacts with Extension agents would be more likely to participate in Extension Community Development. This expectation was confirmed by the data on this relationship presented in Table VIII.

TABLE VIII

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT WORK BY FREQUENCY OF  
LEADER-INITIATED CONTACTS WITH THE  
COOPERATIVE EXTENSION SERVICE,  
ASCENSION PARISH, 1974

Frequency of Contact	Per Cent (N= 101)	Adjusted Mean Participation Score
Very often	26	34.50
Quite often	41	25.02
Fairly often	21	25.91
Not at all	<u>12</u>	<u>15.38</u>
	100	24.14

---

$F = 8.00$  with 3 and 62 df  $P < .0003$

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A progressive increase was observed in the adjusted mean of leader participation as the frequency of leader-initiated contacts with Extension agents in a period of one year was reported to have increased. This relationship was found to be highly statistically significant at the .0003 level.

It was encouraging to note that 88 per cent of the leaders in the sample had initiated contacts with the Extension Service fairly, quite or very often. Only 12 per cent said they had not made any contacts on their own, implying that all contacts with them had originated from the Extension Service.

Membership on Public Committees: The relationship between participation of leaders in Extension Community Development and their membership on selected public committees is shown in Table IX. When community leaders were asked if they were members of any committees, boards, or commissions appointed by such public bodies as the police jury, school board, town council, or state, 96 per cent said they were not, compared with only 4 per cent who said they were members. Leaders who were serving on public committees had a much higher adjusted mean score of participation than their counterparts (29.54 versus 20.90). This difference in participation was statistically significant at the .07 level.

TABLE IX

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY MEMBERSHIP OF LEADERS  
ON PUBLIC COMMITTEES, ASCENSION PARISH, 1974

Public Committee Membership	Per Cent (N= 101)	Adjusted Mean Participation Score
Yes	4	29.54
No	96	20.90
	100	24.14

$F = 3.35$  with 1 and 62 df  $P < .07$



Acquaintance with Elected Officials: The data presented in Table X show the difference in leader participation in Extension Community Development according to the personal acquaintance of leaders with elected officials. A statistically significant difference in leader participation was observed between leaders who were personally acquainted with elected officials (21.30) and those who were not (29.14).

TABLE X

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY ACQUAINTANCE OF  
LEADERS WITH ELECTED OFFICIALS,  
ASCENSION PARISH, 1974

Acquaintance with Elected Officials	Per cent (N= 101)	Adjusted Mean Participation Score
Yes	89	21.30
No	$\frac{11}{100}$	$\frac{29.14}{24.14}$
F = 3.47 with 1 and 62 df P < .06		

These results contradicted the expectation of higher participation among leaders who were acquainted with public officials. Perhaps, the large proportion of leaders acquainted with public officials could have included a number of low participators.

Null Hypothesis No. 4: There is no relationship between leader participation in Extension Community Development and their feelings of obligation toward community activities.

It was hypothesized that the obligation felt by leaders toward activities which would help strengthen the community development program would be reflected in the level of leader participation in Extension Community Development. Five such community development activities were chosen to elicit the extent of obligation felt by leaders.

Identification of Community Problems: When community leaders were asked to what extent they felt obligated to assist in identifying community problems, 73 per cent said they felt highly obligated, 18 per cent fairly obligated and 9 per cent somewhat obligated (Table XI). None of them indicated lack of obligation. The adjusted means of participation were not found to be statistically significantly different by extent of obligation, although it was surprising to observe the highest participation score for the least obligated group.

TABLE XI

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT BY EXTENT OF OBLIGATION TOWARD ASSISTING IDENTIFY COMMUNITY PROBLEMS, ASCENSION PARISH, 1974

Extent of Obligation	Per Cent (N= 101)	Adjusted Mean Participation Score
Highly Obligated	73	24.50
Fairly Obligated	18	24.20
Somewhat Obligated	9	26.95
Not Obligated	0	-
	<u>100</u>	<u>24.14</u>
F < 1 with 3 and 62 df      NS		

Planning Community Improvement Programs: Most leaders felt obligated to participate in planning community improvement programs (97 per cent) (Table XII). A small proportion (3 per cent) indicated they did not feel any obligation in this regard. This latter group had the highest adjusted mean participation score (41.32). Among the leaders who felt obligated, the trend was for participation scores to follow the level of obligation, suggesting a positive relationship between obligation for planning community programs and participation in Extension Community Development.

TABLE XII

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY EXTENT OF OBLIGATION  
TOWARD DEVELOPING PLANS FOR COMMUNITY  
IMPROVEMENT, ASCENSION PARISH, 1974

Extent of Obligation	Per Cent (N = 101)	Adjusted Mean Participation Score
Highly Obligated	74	27.70
Fairly Obligated	17	17.52
Somewhat Obligated	6	14.30
Not Obligated	<u>3</u>	<u>41.32</u>
	100	24.14

$F = 2.94$  with 3 and 62 df  $P < .039$

These differences in participation were found to be statistically significant at the .03 level.

Encouraging Participation; Eighty-one per cent of the leaders felt highly obligated to encourage others to get involved in community development efforts, 16 per cent felt fairly obligated, 2 per cent felt somewhat obligated and 1 per cent did not feel any obligation (Table XIII). Statistically significant differences in leader participation in Extension Community Development were observed according to extent of obligation felt to encourage others to get involved in community development efforts. These results suggested a positive relationship between participation and obligation felt by leaders toward this phase of community development work.

TABLE XIII

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT BY EXTENT OF OBLIGATION TOWARD ENCOURAGING OTHERS IN COMMUNITY DEVELOPMENT EFFORTS, ASCENSION PARISH, 1974

Extent of Obligation	Per Cent (N= 101)	Adjusted Mean Participation Score
Highly Obligated	81	26.03
Fairly Obligated	16	34.13
Somewhat Obligated	2	22.42
Not Obligated	<u>1</u>	<u>18.50</u>
	100	24.14

F = 1.89 with 3 and 62 df P < .13

Representing Community Before Public Bodies: The feeling of obligation felt by community leaders to represent their community before public bodies was less strong than other aspects of community development (Table XIV). This could be caused by a lack of confidence to venture into a relatively strange environment outside the community. Nevertheless, those leaders who did feel highly or fairly obligated had higher leader participation scores (31.60 and 35.80) compared with those who felt somewhat obligated (22.20) or no obligation (11.32).

TABLE XIV

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY EXTENT OF OBLIGATION  
TO REPRESENT COMMUNITY BEFORE PUBLIC  
BODIES, ASCENSION PARISH, 1974

Extent of Obligation	Per Cent (N= 101)	Adjusted Mean Participation Score
Highly Obligated	68	31.60
Fairly Obligated	18	35.80
Somewhat Obligated	8	22.20
Not Obligated	6	11.32
	<u>100</u>	<u>24.14</u>

$F = 3.70$  with 3 and 62 df  $P < .01$

These differences in leader participation according to extent of obligation felt by leaders to appear before public bodies to represent their communities were found to be highly statistically significant.

Communicating with Community Residents: When community leaders were asked to what extent they felt obligated to keep people in their community informed about community affairs, 76 per cent said they felt highly obligated, 16 per cent felt fairly obligated, 4 per cent felt somewhat obligated and 4 per cent did not feel obligated (Table XV). This latter group had the highest adjusted mean participation score (34.82). Among the leaders who felt obligated, the trend was for participation scores to follow the level of obligation, suggesting a positive relationship between obligation toward keeping people informed about community affairs and participation in Extension Community Development.

TABLE XV

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT BY EXTENT OF OBLIGATION TOWARD KEEPING PEOPLE INFORMED ABOUT COMMUNITY AFFAIRS, ASCENSION PARISH, 1974

Extent of Obligation	Per Cent (N = 101)	Adjusted Mean Participation Score
Highly Obligated	76	21.80
Fairly Obligated	16	24.85
Somewhat Obligated	4	19.40
Not Obligated	<u>4</u>	<u>34.82</u>
	100	24.14

F = 1.47 with 3 and 62 df    p < .22

These differences in participation was found to be statistically significant at the .22 level.

The preceding analyses show that, in general, obligation toward accepting the responsibility for certain important community development activities on the part of leaders was positively related to level of participation in Extension Community Development. Contradictory results were observed in the case of two activities in that those leaders who did not feel any obligation had higher leader participation scores. In the remaining three activities, obligation and participation were positively related.

It was also significant that most leaders felt obligated to undertake the several community development activities.

Null Hypothesis No. 5: There is no relationship between participation of leaders in Extension Community Development and their feelings of satisfaction with task accomplishment.

Leaders were questioned as to how satisfied they felt with their accomplishments in selected community development activities. It was felt that higher participating leaders would have the potential and may actually have a broad range of accomplishment in community development leading to higher levels of satisfaction. Four areas of community development work were studied in this regard.

Getting Cooperation Among Community Leaders: Seventy per cent of the leaders were very satisfied or fairly satisfied with their accomplishments in getting cooperation among community leaders, 22 per cent were slightly satisfied and eight per cent were dissatisfied (Table XVI). Although the more satisfied leaders tended to have

higher participation scores than leaders who were less satisfied and/or dissatisfied, the differences were not statistically significant.

TABLE XVI

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT BY EXTENT OF SATISFACTION WITH ACCOMPLISHMENT IN GETTING COOPERATION AMONG COMMUNITY LEADERS, ASCENSION PARISH, 1974

Extent of Satisfaction	Per Cent (N = 101)	Adjusted Mean Participation Score
Very Satisfied	26	26.41
Fairly Satisfied	44	25.42
Slightly Satisfied	22	24.24
Dissatisfied	8	24.75
	100	24.14
F < 1 with 3 and 62 df NS		

Obtaining Support From Community Residents: The extent to which leaders felt satisfied with their accomplishment in obtaining support from community residents was somewhat lower than the extent to which they felt satisfied in securing cooperation among community leaders. More than one-half (56 per cent) were very satisfied or fairly satisfied, a little more than one-third (36 per cent) were only slightly satisfied and eight per cent felt dissatisfied (Table XVII).



TABLE XVII

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY  
DEVELOPMENT BY SATISFACTION WITH ACCOMPLISHMENT IN  
OBTAINING SUPPORT FROM COMMUNITY RESIDENTS,  
ASCENSION PARISH, 1974

Extent of Satisfaction	Per Cent (N= 101)	Adjusted Mean Participation Score
Very Satisfied	17	24.40
Fairly Satisfied	39	27.61
Slightly Satisfied	36	23.50
Dissatisfied	<u>8</u>	<u>25.36</u>
	100	24.14
F < 1 with 3 and 62 df      NS		

The participation score of fairly satisfied leaders was the highest (27.61). Dissatisfied leaders had the next highest score (25.36). Slightly satisfied leaders had the lowest score (23.50). These differences were not statistically significant.

Community Youth Recreation: In this area of community activity, one-half of the leaders felt dissatisfied or only slightly satisfied. The remaining one-half were either very satisfied or fairly satisfied with their accomplishments (Table XVIII).

There was a tendency for participation scores to be higher for the satisfied leaders as compared with the dissatisfied leaders. Among the satisfied leaders, however, the participation scores did

not always follow the level of satisfaction since fairly satisfied leaders had the highest score (27.07) and very satisfied leaders the lowest (25.20). These differences in adjusted means of leader participation were not statistically significant at the .25 level.

TABLE XVIII

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT WORK BY SATISFACTION WITH ACCOMPLISHMENT IN COMMUNITY YOUTH RECREATION, ASCENSION PARISH, 1974

Extent of Satisfaction	Per Cent (N= 101)	Adjusted Mean Participation Score
Very Satisfied	18	25.20
Fairly Satisfied	32	27.07
Slightly Satisfied	26	25.83
Dissatisfied	<u>24</u> 100	<u>22.73</u> 24.14
F < 1 with 3 and 62 df      NS		

Relationships With Elected Officials: When leaders were asked to what extent they were satisfied with their accomplishments in establishing working relationships with elected officials, 68 per cent said they were very satisfied or fairly satisfied as compared with 32 per cent who indicated they were slightly satisfied or dissatisfied (Table XIX).

TABLE XIX

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION COMMUNITY DEVELOPMENT BY SATISFACTION WITH ACCOMPLISHMENT IN ESTABLISHING WORKING RELATIONSHIPS WITH ELECTED OFFICIALS, ASCENSION PARISH, 1974

Extent of Satisfaction	Per Cent (N = 101)	Adjusted Mean Participation Score
Very Satisfied	28	28.07
Fairly Satisfied	40	27.40
Slightly Satisfied	17	26.06
Dissatisfied	15	19.60
	100	24.14
F = 1.50 with 3 and 62 df    P < .2212		

Statistically significant differences in leader participation were observed among leaders expressing various levels of satisfaction-dissatisfaction in their working relationships with elected officials.

Null Hypothesis No. 6: There is no relationship between leader participation in Extension Community Development and antecedental influences.

Family Influence: Almost one-half of the sample of leaders (46 per cent) indicated they had been motivated to participate in leader activities by the example of some person in their family (Table XX). Of those who had been motivated, 45 per cent stated that the person influencing them most in this regard was the father,

12 per cent said spouse, 10 per cent said mother, 8 per cent the daughter and the remaining 24 per cent other relatives.

TABLE XX

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT BY FAMILY  
INFLUENCE ON LEADER BEHAVIOR,  
ASCENSION PARISH, 1974

Family Influence	Per Cent (N= 101)	Adjusted Mean Participation Score
Yes	46	27.75
No	<u>54</u> 100	<u>22.66</u> 24.14

F = 4.66 with 1 and 62 df P < .03

A statistically significant difference in leader participation was observed between leaders who stated that they were influenced by individuals in their family (generally parents) in their leader behavior as compared with those leaders who indicated that they had not experienced such motivation.

Outside-Family Influence: When leaders were asked if some persons outside their family had motivated them to participate in leader activities more than one-half (58 per cent) responded in the affirmative (Table XXI). This group had a higher leader participation score than the group of leaders who stated that they had not experienced any

outside family influence in their leader behavior (26.24 versus 24.20). However, this difference was not statistically significant at the .25 level.

TABLE XXI

A COMPARISON OF LEADER PARTICIPATION IN EXTENSION  
COMMUNITY DEVELOPMENT WORK BY OUTSIDE-FAMILY  
INFLUENCE ON LEADER BEHAVIOR,  
ASCENSION PARISH, 1974

Outside-Family Influence	Per Cent (N= 101)	Adjusted Mean Participation Score
Yes	58	26.24
No	<u>42</u> 100	<u>24.20</u> 24.14
F < 1 with 1 and 62 df NS		

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### SUMMARY

Extension Community Development is generally defined as a process whereby Extension assists community leaders with those problems that require decisions and group action aimed at making communities better places in which to live. According to Duke (53), the development of democratic leadership demands that the individual have varied opportunities to practice leadership roles and participate in various group situations through time. This develops leader confidence in their ability to lead.

In Extension Community Development, leader participation is of major concern particularly to field personnel who work directly with local leaders to assist them in understanding and carrying out their community leadership roles. Consequently, the Extension Service perceives its primary responsibility in community development as the development of local leaders and effective community organizations.

Extension educators generally agree that participation on the part of community leaders or community influentials is essential if communities are to take action on the problems confronting them.

Therefore, based on this generalization, the participation of the community volunteer in Extension Community Development is critical to effective community development.

#### Purpose of the Study

The purpose of the study was to determine the extent of participation of black, indigenous, volunteer leaders in Extension Community Development work in order to develop a participation profile of the typical community development volunteer leader in disadvantaged communities. It was felt that this profile would be useful as a conceptual tool for Extension personnel in identifying potential community leaders likely to take active part in community development work.

#### Related Literature

Previous studies in adult participation have been limited primarily to the measurement and description of member participation of middle-class whites in formal and informal voluntary associations. However, the primary focus of this study was on leader participation in Extension Community Development in disadvantaged communities. As such, the results of previous research would have only indirect implications for leader participation in Extension Community Development. A review of the literature on adult volunteer participation in group action and leadership tasks as related to selected characteristics revealed the following relationships.

Sex: It was observed that a higher percentage of males compared to females were oriented toward participation in voluntary associations. However, female participation in rural voluntary action tended to exceed male participation.

Age: Most investigators of adult participation in voluntary associations found that formal as well as reputational leaders tended to range from age 45 to early 60's. Rarely was leadership found in the hands of the young or people over 65.

Education: Although some research findings showed adverse educational experiences to severely damage self-esteem in the early stages of life of low socio-economic status adults, most researchers found a highly significant relationship between years of schooling and participation in adult voluntary oriented programs.

Occupation: Generally speaking, the literature revealed that people who had higher formal education entered occupations which put them in better-than-average social positions. It was also observed that higher social status persons were found to participate more than lower social status persons in voluntary action.

Employment: Most of the research reviewed for this study showed that unemployed and retired volunteers had a higher participation rate in voluntary action compared to the employed, particularly among low socio-economic adults.



Income: It has been observed that middle-and upper-income persons tended to be more active in formal community organizations than individuals of the working and lower socio-economic classes.

Contacts by Leaders with Extention: Relevant research indicated that upper status, lay leaders tended to have contacts with people at all levels of the community leadership structure compared to lower status leaders, who generally had no such contacts.

Membership on Public Committees: Most investigators have interpreted the holding of committee assignments as a measure of participation and conferred responsibility. Committee members were generally a select group in organizational experience, and consequently exercised considerable leadership in their communities.

Community Development Work with Other Leaders in Groups: Although social interaction is viewed as the means by which the group comes to decisions, formulates plans and initiates action, some researchers have maintained that limited participation in black community organizations and citizens action groups were related to inadequate member response to the leadership.

Acquaintance with Elected Officials: The literature showed that black community leaders in general were considered to be distantly associated with community affairs and limited in their direct contacts with elected officials in the interest of community development.

Obligation Toward Community Development Activities: Research has shown that a motivating factor for participation in voluntary organizations was the member's personal feelings of duty or responsibility to friends and leaders in the community-at-large.

Officership: It was observed that holding office in organizations and committees represented acceptance of responsibility and contributed to increased interaction and participation.

Attitudes: Research findings substantiated the relationship between individual participation in voluntary associations and feelings of influence, belonging and benefits received. However, some findings indicated that institutions like the church contributed to the conditioning of people to accept their state in life as a part of Christian suffering.

Positive relationships were found between member identity or "we feeling" and their participation in voluntary associations. Generally speaking, those members who identified with their associations participated more than those who did not identify.

#### Methodology

One hundred and one indigenous leaders were selected from six predominantly black communities of Ascension Parish using systematic list sampling procedures. The size of the communities from which leaders were selected ranged from 80-115 families. These communities were primarily rural, non-farm with the exception of one community whose major economic base is sugarcane production.

The interview technique was used to collect information from community leader respondents on their leadership activities, as well as personal, social, civic and family characteristics.

Since the primary objective of this study was to develop a profile of the participant leader in Extension Community Development among disadvantaged black communities, specific null hypotheses were established with regard to leader participation in Extension Community Development.

Leader participation in Extension Community Development was regarded as a function of: (1) contacts made by leaders with the Extension Service, (2) officership in community organizations, (3) acquaintance and contacts with elected officials and (4) community development work with other leaders in groups.

The summary score of leader participation computed by summing the scores received on these four criteria was the dependent variable in the study. Overall leader participation was related to selected personal, social, civic, and economic characteristics of the leaders (independent variables). Simple regression and linear correlation procedures were used to test the several null hypotheses.

### Major Findings

The educational philosophy of the Cooperative Extension Service embraces the concept of voluntary participation by the local people in the development and implementation of Extension programs.

This important concept of leader participation was analyzed, in itself, and as it related to selected leader characteristics. Six null hypotheses were established to test the latter relationships. The data are summarized firstly with regard to leader participation as observed in the study, and secondly, for the several null hypotheses.

Leader Participation: The four components of leader participation, namely leader-initiated contacts with Extension, officership of community organizations, group work with other leaders, and discussion of problems with elected officials, were found to be highly positively correlated with leader participation ( $P < .0001$ ). This validated the use of leader participation as the major dependent variable.

The scores were relatively good on the component related to leader-initiated contacts with Extension agents (mean of 9.92 out of a possible 24) and rather low with regard to the components related to membership-officership of community organizations (mean of 8.46 out of a possible 48) and whether or not leaders had discussed community problems with elected officials (mean of 1.00 out of a possible 2). Leaders appeared, on the average, to have worked in groups with one or two leaders at varying levels of frequency.

Null Hypothesis No. 1: There is no relationship between leader participation in Extension Community Development and selected personal characteristics.

No statistically significant differences were found in leader participation according to sex, years of schooling occupation, employment status and number of years leaders lived in the community. However, with reference to the relationships between leader participation and annual income and age, low positive correlations were found to exist at the .06 and .07 levels of significance, respectively.

The hypothesis of no differences in leader participation by selected personal characteristics could not be rejected.

Null Hypothesis No. 2: There is no relationship between leader participation in Extension Community Development and the attitudes of leaders toward selected racial issues and accepted approaches to community development.

Relationships between leader participation and attitudes of leaders toward racially-oriented community development issues were found to be statistically significant in the case of three attitudinal statements and statistically non-significant on three other statements. Higher participating leaders agreed more than their counterparts with the concepts that racial understanding and integrated community life would contribute toward community development.

With regard to five developmental approaches, there was no statistically significant relationship with leader participation. However, leaders who participated to a greater extent in Extension

Community Development were more agreeable than low participators to the idea that payment of taxes is a better approach than fund-raising drives for community development on a continuing basis ( $P < .07$ ).

From the above, it was concluded that on most issues, community leaders, regardless of their level of participation in Extension Community Development, had about the same attitudes. As such, the null hypothesis of no relationship between leader participation and attitudes held by leaders was not rejected.

Null Hypothesis No. 3: There is no relationship between leader participation in Extension Community Development and the civic and social behavior of leaders.

Statistically significant differences in leader participation in Extension Community Development were observed according to (1) how frequently leaders had contacted Extension agents, (2) whether or not leaders were members of public committees appointed by local governing bodies, and (3) whether or not leaders were acquainted with elected officials. As compared with their counterparts, the higher participating leaders were found to have made more frequent contacts with Extension agents and were members of public committees, but, at the same time, were not personally acquainted with elected officials.

All three relationships tested under this hypothesis were found to be statistically significant. Consequently, the hypothesis was rejected.

Null Hypothesis No. 4: There is no relationship between leader participation in Extension Community Development and their feelings of obligation toward community activities.

The findings of this study revealed statistically significant differences in leader participation according to the extent to which leaders felt obligated toward the following community development activities:

1. Representing their communities on committees before public bodies.
2. Assisting in the development of community improvement plans.
3. Encouraging others to support community development efforts.
4. Keeping others informed of community affairs.

There was no statistically significant difference in leader participation as related to feelings of obligation toward identifying community problems.

Four of the five relationships tested under this hypothesis were statistically significant. Consequently, the hypothesis was rejected.

It was significant that most leaders felt obligated to undertake community development activities. Those who felt more obligated generally tended to have participated to a greater extent in Extension Community Development.

Null Hypothesis No. 5: There is no relationship between leader participation in Extension Community Development and their feelings of satisfaction with task accomplishment.

This hypothesis could not be rejected as no statistically significant differences were found in leader participation based on how satisfied leaders felt regarding their accomplishments in (1) getting cooperation from other community leaders, (2) getting support from community residents and (3) the development of recreational programs for youth. A statistically significant difference was observed, however, in leader participation according to feelings of satisfaction in establishing working relationships with elected officials.

The results showed that the more satisfied leaders tended to participate to a greater extent in Extension Community Development. It would appear that leader satisfaction and participation are mutually reinforcing.

Null Hypothesis No. 6: There is no relationship between leader participation in Extension Community Development and antecedental influences.

When leaders were asked if any one in their family had a strong influence in motivating them to become a community leader, 47 per cent responded affirmatively, and 53 per cent negatively. Leaders who said they had been motivated by someone in their family were found to have statistically significantly higher participation scores as compared with leaders who indicated lack of such motivation. As such, the hypothesis of no difference in leader participation by family influence was rejected. With regard to outside-the-family influences no statistically significant differences in leader participation were observed.



## CONCLUSIONS

### Profile of Participating Volunteer Leader

Based on the findings of the study, the average or better-than average participating black leader in Extension Community Development activities in disadvantaged communities tended to have the following distinguishing features. These features suggest a profile of the participating leader which would be valuable to Extension personnel engaged in community development work.

The average or better-than average community leader participant:

1. Is a middle-aged individual, generally around 45 years old.
2. May be male or female.
3. Generally comes from professional occupations.
4. Is more favorable than unfavorable in his or her attitude toward racial issues and accepted community development approaches.
5. Initiates contacts with Extension rather frequently.
6. Serves on public committees.
7. Feels obligated to (a) develop plans for community improvement, (b) encourage others to participate in community development efforts, (c) represent the community on committees before public bodies and (d) keep others in the community informed of community development affairs.

8. Is satisfied with his or her accomplishment in establishing working relationship with elected officials.
9. Is motivated to participate by family influences, primarily leadership influence of the father.

#### Implications for Leadership Development in Extension Work

Identification of leaders is a critical, first step in the leadership development process. This study has some implications for the Extension worker as he undertakes this task of leader identification. These implications are particularly relevant to Extension Community Development in disadvantaged, black communities and provide guidelines for identifying distinguishing characteristics associated with indigenous, potential, volunteer black leaders for Extension Community Development Programs.

The following suggestions may be useful in assisting Extension community development agents in the southern region of the United States as well as other workers in agencies to fulfill their work responsibility as they go about their task of leadership development.

1. Efforts should be made to involve both male and female, middle-aged community leaders.
2. It was revealed in this study that over 95 per cent of the leader respondents had not served on public committees. Those who said they had served on such committees had higher participation in leader activities. Extension and other agencies working directly with local leaders should, therefore, encourage more indigenous leaders to seek appointment to public committees.

3. Change agents might consider looking for potential community development program participants among such occupational groups as skilled technicians and professional educators. According to the study, those two occupational groups had higher leader participation scores than business professionals or unskilled workers.
4. Efforts should be made to involve those community leaders in community development activities who tend to interact with elected officials and who have more positive than negative attitudes toward racial issues and recommended community development approaches.
5. There was disagreement between the findings of previous studies on member participation and this study on leader participation with regard to the relationship between participation and certain personal characteristics (years of schooling, years lived in community, occupation and employment status). Further work needs to be done to test the findings of this study, inasmuch as the clientele studied belonged to the disadvantaged black segment of the population. There is also need to study this phenomenon of leader participation among white and other ethnic groups in disadvantaged communities.

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**APPENDIX A**

**THE INTERVIEW SCHEDULE**

STUDY OF LEADER PARTICIPATION IN  
COMMUNITY DEVELOPMENT IN  
ASCENSION PARISH

Schedule  
No.

Date

Interviewer

Leader's Name

Mailing Address

Race

Sex

M

☐

F

☐

Phone No.

I. EXTENSION CONTACT

1. How many years have you lived  
continuously in the community  
you are presently residing in? . . .

No. of years

- 2a. How often have you contacted  
Extension Agents on your  
own during the past one  
year? Would you say . . . . .

1. Very often  
2. Quite often  
3. Fairly often  
4. Not at all


- 2b. How often were you contacted  
by Extension Agents during  
the past one year?  
Would you say . . . . .

1. Very often  
2. Quite often  
3. Fairly often  
4. Not at all


- 2c. (If any contacts were made), how often were these contacts made during the past year in the following activities?

	Very Often	Quite Often	Fairly Often	Not Often
(1) Community development activities . . . . .				
(2) Extension leader training meetings . . .				
(3) Community advisory committee work . . . . .				
(4) Farm meetings, demonstrations, tours .				
(5) Home demonstration activities . . . . .				
(6) Extension workshops, and special interest meetings . . . . .				
(7) Other contacts (specify) . . . . .				
_____				
_____				
_____				
_____				
_____				

Score . . . . .

## II. ORGANIZATION PARTICIPATION

3. Have you been a member and/or officer within the past 3 years in the following organizations:

<u>Organization</u> (ask all leaders)	Member	Officer		Office Held
		Past 3 years	Presently	
(1) Church . . . . .				
(2) Over-all community advisory committee.				
(3) Community advisory sub-committee . . .				
(4) Benevolent society .				
(5) Ascension Parish Education Association . . . .				
(6) Local PTA . . . . .				
(7) Local PTO . . . . .				
(8) Others (specify)				
_____ .				
_____ .				
_____ .				
(ask male leaders only)				
(1) Mason . . . . .				
(2) Fair Association . .				
(3) Others (specify)				
_____ .				
_____ .				
_____ .				
(ask female leaders only)				
(1) Eastern Star . . . .				
(2) Home Demonstration Club . . . . .				
(3) Garden Club . . . .				
(4) Others (specify)				
_____ .				
_____ .				
_____ .				

- 4a. Are you a member of any committee, board, or commission appointed by such public bodies as the police jury, school board, town council or state? . . . . .

Yes ☐  
No ☐

- 4b. (If yes), which of the following public committees are you a member of?

- (1) Rural Development Committee . . . . .  
(2) Parish Planning Commission . . . . .  
(3) Parish Economic Development Council . . . . .  
(4) Health and Welfare Board . . . . .  
(5) Hospital Board . . . . .  
(6) Parish Library Board . . . . .  
(7) School Board Advisory Committee on  
Federal Programs . . . . .  
(8) Civil Defense Board . . . . .  
(9) Mental Health Board . . . . .  
(10) Others (specify)

\_\_\_\_\_. . .  
\_\_\_\_\_. . .  
\_\_\_\_\_. . .  
\_\_\_\_\_. . .


### III. PARTICIPATION IN COMMUNITY SERVICE PROJECTS AND ACTIVITIES

Studies indicate that community leaders generally work together in groups in their efforts to improve conditions in their communities. So, I would like to ask you a few questions about your group work with other leaders.

- 5a. When it comes to getting something done in your community (like black topping of roads, community drainage, etc.) have you worked in groups with other leaders? . . . . .

Yes ☐  
No ☐

- 5b. (If yes), would you give the name(s) of the projects and the leaders with whom you have worked as a group during the past one year? How often have you so worked? Would you say: . . . . .

<u>Name of Project</u>	<u>Name of Leader</u>	Extent of Group Work			
		Very Often	Quite Often	Fairly Often	Not At All

Score . . . . .

When community leaders work toward improving conditions in their communities, there are different kinds of tasks involved in such work.

6. Name one or more all-round leader(s) who you feel could be relied upon to be continuously active during different stages of a community improvement project. Do you feel these leader(s) would have influence inside the community, outside the community, or both inside and outside the community? (Check for each leader all kinds of influence possessed.)

6. (continued)

		Extent of Community Influence	
		Inside Community	Outside Community
Reliable all-round Leaders			
(1) _____	...		
(2) _____	...		
(3) _____	...		
(4) _____	...		
(5) _____	...		
(6) _____	...		

IV. RELATIONSHIP WITH ELECTED OFFICIALS

I would like to ask you a few questions about your acquaintance with elected officials as well as the extent of your working relationship with such officials.

7a. Are you personally acquainted with some elected officials? . .

Yes	
No	

7b. (If yes), would you name these officials and indicate how well you are acquainted with them?

<u>Elected Officials</u>	Extent of Acquaintance			
	Very well acquainted	Fairly well acquainted	Slightly well acquainted	None
(1) _____				
(2) _____				
(3) _____				
(4) _____				
(5) _____				



- 7c. Is the relationship between you and those officials you are acquainted with very good, fairly good, slightly good, poor? . . . . .

Very good  
Fairly good  
Slightly good  
Poor


- 7d. (If poor relationships were indicated in any case), how do you feel relationships could be improved between you and elected officials?

Suggestions


- 8a. Have you discussed community improvement project(s) with elected officials formally or informally within the past year? . . . . .

Yes, formally  
Yes, informally  
No


- 8b. (If yes), how would you rate the usefulness of these discussions for implementing the project? . . . . .

Very useful  
Fairly useful  
Slightly useful  
Not useful


- 8c. (If yes), what was the project and with whom did you discuss it?

Community Project

Official(s) Involved


Score . . . 

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# V. LEADER TASKS

We indicated earlier that community development projects often involve many different tasks. I would like to get your reaction to the following questions:

9. As a community leader, do you feel highly obligated, fairly obligated, slightly obligated, or not obligated to do the following?

<u>Leader activities</u>	Highly obligated	Fairly obligated	Somewhat obligated	Not obligated
(1) Assist in identifying community problems				
(2) Develop plans for community improvement				
(3) Encourage others in the community to support efforts made in the interest of the community				
(4) Represent your community on committees before public bodies like the police jury and school board				
(5) Keep people informed about those things which effect the community				

- 10a. To what extent do you feel satisfied with your accomplishments as a community leader?..
- Very satisfied  
Fairly satisfied  
Slightly satisfied  
Dissatisfied


10b. (If slightly satisfied or dissatisfied), why?

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10c. To what extent are you satisfied with your accomplishments as a community leader with regard to the following developmental activities?

<u>Activity</u>	<u>Very Satisfied</u>	<u>Fairly Satisfied</u>	<u>Slightly Satisfied</u>	<u>Dissatisfied</u>
(1) Getting cooperation among community leaders				
(2) Enlisting support from the people in the community				
(3) Community recreation and youth activities				
(4) Effective working relationships with elected officials				
(5) Others (specify)				
_____				
_____				
_____				

#### VI. LEADER TRAINING

In community development work, results have shown that a leader needs many different kinds of experiences to develop his leadership abilities. I would like to ask you a few questions concerning your feeling toward leader training.

11. In order to be a more effective leader, do you feel it very important, fairly important, slightly important, or unimportant to get training in the following areas;

<u>Training areas</u>	<u>Importance of Training</u>			
	<u>Very important</u>	<u>Fairly important</u>	<u>Slightly important</u>	<u>unimportant</u>
(1) Understanding community problems				
(2) Getting the interest of local people				
(3) Skills in organizing groups				
(4) Working effectively with others				
(5) Reporting community problems and progress on problems to the authorities				
(6) Reporting community issues to the news media				

12. To what extent do you feel confident to represent your community's interest on a committee before public bodies such as the police jury and school board?

Very confident  
 Fairly confident  
 Slightly confident  
 Not confident


13. To what extent do you use the following information sources to get information about community development work? How useful do you find them?

Information Sources (Check)	Extent of Use				Extent of Usefulness			
	Very often	Quite often	Fairly often	Not at all	Very useful	Fairly useful	Slightly useful	Not useful
(1) Friends and neighbors								
(2) Extension agents								
(3) Extension leader training meetings								
(4) Church work								
(5) Extension bulletins and pamphlets								
(6) Extension circulars and personal letters								
(7) Newspapers								
(8) Radio								
(9) T.V.								
(10) Other (specify)								

14. As a community leader, have you received some type of recognition or reward for your leadership? . . . . .

Yes  
No


# VII. LEADER ATTITUDES AND OPINIONS

We all have different feelings about various ideas which affect us personally as well as our family and community. We are going to ask you for your opinion about some statements concerning community development.

15. Do you strongly agree, agree, disagree or strongly disagree with the idea that:

<u>Idea</u>	Strongly agree	Agree	Disagree	Strongly disagree
(1) Black and whites would work together more to solve community problems if they really understood each other better				
(2) Law and order politics is only a scheme to disrupt the advancement of the black community for full liberation				
(3) Power in the hands of black people to develop and control their own communities, separate from whites, is the answer to black community development				
(4) Community leaders can do very little through individual efforts about improving conditions in the community				

15. (continued)

Idea

- (5) Community leaders who manage to go along with the system (the established way of getting things done) often compromise community advancement for personal gain
- (6) White elected officials often look out for the white community and black elected officials look out for the black community
- (7) One of the best ways to bring about community development on an equal basis is to merge white and black communities into one
- (8) The problems poor people have in their communities stem mostly from less than a fair share of the available jobs rather than a lack of education
- (9) It is not what community leaders know that result in development, its who they know that counts

Strongly agree	Agree	Disagree	Strongly disagree

## 15. (continued)

Idea

	Strongly agree	Agree	Disagree	Strongly disagree
(10) It might generally be better to pay more taxes for community improvements than to organize some type of campaign for the same purposes				
(11) There can be no significant progress made in poor communities until decisions affecting the community is made by community leaders who live in the communities				
(12) The leaders of black communities have not been excluded from decisions which affect the development of their communities				
(13) Community development is largely the responsibility of community leaders with assistance from elected officials				

## 16. What advice would you give a younger person that could help him become a leader in this community? (Probe)

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- 17a. Based on your experience, what special skills and knowledge should a leader have? (Probe)

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- 17b. With your knowledge of how things are in this community what are some things that a leader ought to believe in to be an effective leader? (Probe)

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18. What are some of the problems you have experienced as a leader in the community?

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19. What suggestions do you have for overcoming some of these problems?

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20. What are some things leaders should be careful not to do as leaders?

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### VIII. FAMILY AND PERSONAL BACKGROUND

- 20a. Did any one person in your family have a strong influence on you which motivated you to work toward and become a community leader? (Limit to one person) . . . Yes ☐  
 No ☐

(If yes), ask question 20 (b), (c), (d), (e)

(If no), skip to question 21 (a)

- 20b. How are you related to this person?

Father ☐  
 Mother ☐  
 Other (specify) ☐

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- 20c. Would you say that this influence by your \_\_\_\_\_  
 (influence)

was the result of. . . His/her encouragement  
 to participate in  
 community type activities  
 Your wanting to follow his/  
 her community leadership  
 example

☐  
☐

- 20d. If you were influenced by the leadership example of your \_\_\_\_\_ (20c.2 is checked "yes"), can you  
(influence) \_\_\_\_\_  
indicate the various organizations and citizen action groups  
in which he/she held some office? (Check all that apply)

Type of Organization	Office Held
School organization	
Benevolent societies	
Fraternal organizations	
Social and civic organizations	
Civil Rights	
Voter registration	
Public committees	
Citizen action groups	
Others (specify)	

- 20e. Which one of the following best describes the occupation of your \_\_\_\_\_? . .
- |             |  |
|-------------|--|
| Minster     |  |
| Businessman |  |
| Educator    |  |
| Other       |  |
| (specify    |  |
| _____       |  |

- 21a. Did any other person outside of your family with whom you had personal contact have a strong influence in motivating you to work toward and become a community leader? . . . . . Yes  
No

(If yes), ask question 22 (b), (c)  
(If no), skip to question 23 (a)

- 22b. In what kind of work did you come in contact  
with this person? . . . . .
- |             |  |
|-------------|--|
| Church      |  |
| School      |  |
| Civic       |  |
| Labor union |  |
| Politics    |  |
| Other       |  |
| (specify)   |  |

22c. Which one of the following best describes the occupation of this person? . . . .

Minister	<input type="checkbox"/>
Businessman	<input type="checkbox"/>
Educator	<input type="checkbox"/>
Other	<input type="checkbox"/>
(Specify)	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

23a. Do you own, rent or are you in the process of buying your own home? . . . .

Own	<input type="checkbox"/>
Rent	<input type="checkbox"/>
Buying	<input type="checkbox"/>
Neither	<input type="checkbox"/>
(specify)	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

23b. Which of the following best describes the type of house respondent lives in (interviewer to check) . . . .

Full frame	<input type="checkbox"/>
Full brick	<input type="checkbox"/>
Frame and brick	<input type="checkbox"/>

24a. Do you own other real estate: . . . .

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

24b. (If yes), what would you estimate the value to be \_\_\_\_\_ (dollars)

25. Which of the following facilities do you own?

Item

(1) Car or other transportation . . . . .	<input type="checkbox"/>
(2) Telephone . . . . .	<input type="checkbox"/>
(3) Television (black and white) . . . . .	<input type="checkbox"/>
(4) Television (color) . . . . .	<input type="checkbox"/>
(5) Radio . . . . .	<input type="checkbox"/>
(6) Washing machine . . . . .	<input type="checkbox"/>
(7) Clothes dryer . . . . .	<input type="checkbox"/>
(8) Air conditioner . . . . .	<input type="checkbox"/>
(9) Refrigerator . . . . .	<input type="checkbox"/>

## 25. (continued)

- (10) Dish washer . . . . .  
 (11) Home freezer . . . . .  
 (12) Hot water heater . . . . .  
 (13) Sewing machine . . . . .  
 (14) Vacuum cleaner . . . . .  
 (15) Record player . . . . .  
 (16) Lawn mower . . . . .  
 (17) Utility storage . . . . .  
 (18) Other (specify) . . . . .


IX. PERSONAL DATA

26a. Which of the following is your employment status:

- Employed full time  
 Employed part time  
 Unemployed  
 Retired


26b. (If employed), what kind of work do you do for a living? \_\_\_\_\_

27. What would you say is your approximate annual income from all sources? . . . . .

--

28. What grade were you in when you last attended school? . . . . .

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29. What was your age on your last birthday? . .

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30a. What is your present marital status?    Single  
    Married  
    Divorced  
    Widowed


30b. (If married), how many dependent children do you have? . . . . .

--

31. How many of your children have ever been enrolled in a 4-H Club? . . . . .

--

32. How many of your children are presently enrolled in a 4-H Club? . . . . .

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33a. Do you have any children who are enrolled in other youth organizations? . . . . . Yes

No


33b. (If yes), what organizations are they enrolled in, and how many are enrolled?

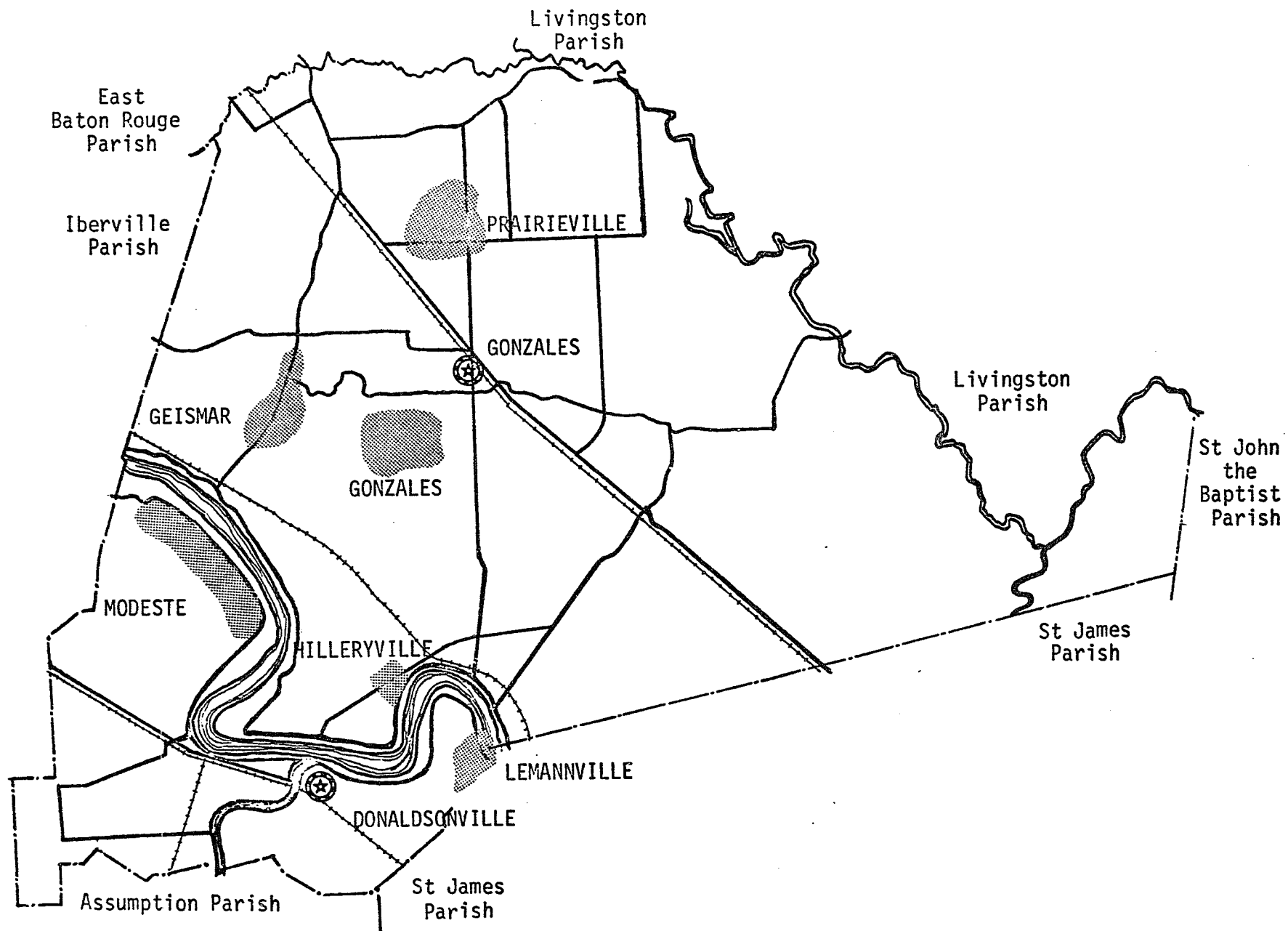
Other youth organizations


Number of children enrolled

**APPENDIX B**

**PARISH MAP**

MAP OF ASCENSION PARISH SHOWING STUDY COMMUNITIES





## VITA

Phillip A. Lewis, Jr., was born July 11, 1932, in Natchitoches, Louisiana. He is the son of the late Phillip A. Lewis, Sr., and Mrs. Welshe Tolton Lewis. He has one sister, Mrs. Delores Lewis Benjamin.

He completed his elementary and high school education at Central High School in Natchitoches, Louisiana. After graduating from high school in May, 1951, he entered Southern University, Baton Rouge in September. In June, 1955, he received a Bachelor of Science degree in Vocational Agriculture from Southern University A&M College.

From September, 1955 to May, 1956, he was employed as Vocational Agriculture instructor for Bienville Parish School Board at Ringgold High School, Ringgold, Louisiana. He resigned in June of 1956 in order to serve two years in the United States Army, 73rd Artillery, Head Quarters Battery (Communication Section).

In November, 1958, he was employed as Assistant County Agent by Louisiana Cooperative Extension Service, doing youth and agricultural work in Ascension Parish. In 1968, he was promoted to the rank of Associate County Agent working primarily with limited resource farmers of Ascension Parish. During the fall of the same year, he obtained the Master's degree in Agricultural Extension Education, from Louisiana State University, Baton Rouge, Louisiana.

Prior to entering Louisiana State University, he did graduate study at Prairie View A&M College in Prairie View, Texas and at Southern University, Baton Rouge, Louisiana.

In September, 1971, he enrolled for the Doctorate degree in Extension Education at Louisiana State University. During the fall of 1972, he accepted the responsibility of training and supervising six Community Development Aides in the implementation of selected change strategies in a three-year Community Development Research Project. In January of 1972, he was promoted to Area Agent in three parishes doing Community and Resource Development Work.

He is married to the former Miss Willie Mae Berard. They have two sons: Gregory, age 18; and David, age 10; and a daughter, Letisa, age 13.

**EXAMINATION AND THESIS REPORT**

Candidate: Phillip Abram Lewis, Jr.

Major Field: Extension Education

Title of Thesis: A Profile of Black Leaders Participating in Extension Community Development

Approved:

*Satish Verma*

Major Professor and Chairman

*James G. Traynham*

Dean of the Graduate School

**EXAMINING COMMITTEE:**

*R. D. Brown*

*Leo J. Huebner*

*Quentin D. Jenkins*

*D. H. Jones*

Date of Examination:

July 14, 1975